

3-7-2001

CWU Faculty Senate Minutes - 03/07/2001

Nancy Bradshaw

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MINUTES
CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE REGULAR MEETING MINUTES: March 7, 2001
<http://www.cwu.edu/~fsenate>

Presiding Officer: Joshua S. Nelson
Recording Secretary: Nancy Bradshaw

Meeting was called to order at 3:10 p.m.

ROLL CALL:

Senators: All Senators or their Alternates were present except Adamson, Baxter, Cocheba, Englund, Eubanks, Gray, Gunn, Olivero, Scott Roberts, Schaefer, Wyatt.
Visitors: David Dauwalder, Barney Erickson, David Kaufman, Sandy Oftedahl, Roy Savoian, Libby Street, Robert Trumpy.

MOTION NO. 01-17 CHANGES TO AND APPROVAL OF AGENDA (Passed): The agenda was approved as circulated.

APPROVAL OF MINUTES: The minutes of the February 21, 2001 Faculty Senate meeting were approved as circulated.

COMMUNICATIONS: (Available for viewing in the Senate Office or distribution on request)

No communications.

REPORTS:

A. ACTION ITEMS:

Faculty Senate Curriculum Committee

Motion No. 01-18 (Passed): Toni Čuljak, on behalf of the Faculty Senate Curriculum Committee, proposed a motion that was approved: "Amend the approval of the enrichment courses to limit the number of courses a student can take as an undergraduate to eight (8)." (Exhibit A)

Motion No. 01-19 (Passed): Toni Čuljak, on behalf of the Faculty Senate Curriculum Committee, proposed a motion that was approved: "Revise the General Education Program attached as Exhibit B."

B. DISCUSSION ITEMS:

1. **CHAIR:** Chair Nelson made the following announcements: 1. Two university-wide forums regarding the proposed increase in parking fees are scheduled for March 29 at 12:00 p.m. and March 30 at 10:00 a.m. Both forums will be held in Black Hall 152. 2. The Retention Action Team is recruiting two faculty members to serve on their committee. The committee is a cross-divisional group that works to retain students. 3. Chair Nelson thanked those Senators who participated in the faculty forum regarding performance-based budgeting. There were approximately 80 faculty in attendance. The forum provided information from President McIntyre directly to the faculty regarding the implementation of the performance-based budgeting process. 4. Chair Nelson asked Senators to pay particular attention to today's report from the president regarding further developments in the state budget. 5. The *School of Business and Economics* has changed their name to the *College of Business*.
2. **CHAIR ELECT:** No report.
3. **PRESIDENT:** President McIntyre began her report by summarizing the current budget situation in Olympia. She explained that the budget situation remains the same except that it has become exacerbated by the recent earthquake which will likely affect both the capital and operating budgets. The federal government will cover 75 percent of the damage costs for those areas declared a "disaster area" in the state. The remaining costs of earthquake damage will be the responsibility of the state. She further explained that we are, as an institution, presenting the same institutional priorities to the legislature for the operating budget, capital budget and salary issues. She informed the Senate that the budget situation is not good due to several reasons: 1. The governor's budget proposes a 2-percent cut to universities non-instructional budgets, 2. insufficient funding of fuel costs (remaining costs will be the responsibility of the institution), and 3. The governor's proposed salary increases do not cover faculty positions that are not state funded (positions that are not state funded must be covered by the institution). Further, mid March revenue estimates are going to be down by approximately 250 to 300 million dollars.

President McIntyre reported that as a result of the recent earthquake a committee has been formed to evaluate and create emergency procedures and staff training for use in the event of an emergency.

President McIntyre turned the rest of her time over to David Dauwalder and Libby Street, co-chairs of the *Strategic Plan Synthesizing Committee*, to present the first draft of the strategic plan. (Exhibit C) The document will be distributed university-wide for input from major constituent groups such as the Faculty Senate, Academic Affairs' Council, etc. The final document will be presented to the Board of Trustees at their May 11, 2001 meeting. This document will serve as an umbrella for the performance-based budgeting process.

4. **NEW ALCOHOL POLICY: Robert Trumpy, Director of Health and Counseling Services** – Robert Trumpy began with a point of clarification, that the alcohol policy was not actually changed, but standardized sanctioning. After researching the rate of alcohol consumption on campus, it was determined that Central's binge drinking rates were approximately 6 - 8 percent higher than the national average. As a result, an alcohol taskforce was created to look at ways of addressing this issue. There was a federal law passed in 1998 that gave universities the ability to contact parents of students under the age of 21, of on-campus and off-campus violations of alcohol and drug policies. The taskforce looked at this law only in the area that it might be effective. After meeting with various constituencies on campus and comparing data with other institutions that have been notifying parents of students violating the alcohol and drug policies the taskforce determined that it was a very effective way in reducing the high risk alcohol consumption while also increasing grade point averages, reducing vandalism and increasing student retention. Exhibit D shows the CWU Alcohol Standards and Sanctions for students under 21 years old. Mr. Trumpy further reported that during the first quarter 19 letters were sent to parents informing them that their son or daughter had either a second violation of the alcohol and drug policy or a first violation that was very serious; serious meaning a serious medical emergency or a drunk driving violation. Statistics will continue to be tracked and Senators were told to expect a two-year legacy before Central will see consumption drop and grade point averages increase.
5. **STUDENT REPORT:** Senator Sutton reported that she is continuing to work on her proposal to create a *Book of Students' Evaluations of their Professors and Courses and Professor's Statements*. She will present a final draft to the Faculty Senate at a future meeting.
6. **SENATE CONCERNS:** 1. Senator Beath presented an update on the provost/senior vice president for academic affairs search. She reported that the committee has received approximately 80 applications. The committee is currently conducting telephone interviews and intend to have off-campus confidential interviews as well. Interviews of final candidates will begin April 16. The on-campus interviews will be similar to those of the presidential candidates. They will be asked to give a presentation on their academic passion. 2. Senator Beath asked to include *acts of violence* in the charge to the committee reviewing emergency procedures. 3. Various concerns were expressed regarding the performance-based budgeting process. There seems to be a difference in ideology and how communication of the process is between the president and the deans. As a result of the differing ideologies departments fear they may end up having to repeat the process. Another concern expressed was that some units may paint the best picture possible instead of working through the process. President McIntyre urged Senators not to manipulate the process because it will be easily recognizable and the process is genuinely meant to be helpful. Senators also expressed concern that certain departments had not began the process and that the due date for having their plan to the dean was March 16. Some Senators expressed doubt that the process would actually get to some individual faculty. President McIntyre stated that she was unsure of why some deans had moved more quickly than others in dispensing information and implementing the process given the directive came out some time ago. She will send an E-mail to various department chairs to make sure they understand that the department faculty are to be involved in the process. Provost Dauwalder also explained that the March 16 deadline was changed to be the deadline for beginning the process at the department level. He informed Senators that he would like to receive, by March 20th, a summary of where each department is at in the process.

Senator Roberts asked the provost if a consistent set of measures for the organization have been established. She explained that this would be a focus point for departments to begin the process. Departments could then move to defining unique measures specific to their departments and colleges. The provost explained that part of the process is to leave it to departments to identify their own measurements.

Senator Holden asked the provost if there was a fixed set of 2000-01 data that departments can use to look at trends. Provost Dauwalder stated that data was distributed to department chairs in January that included a 3-year set of numbers showing FTES, FTEF, class size, etc. He stressed the importance of maintaining a singular collection of data to reflect comparable data.

Senator Huckabay stated that the *Community Value Project* had recently been completed. He explained that the program looked at core value orientations of faculty, staff, administration, students and off-campus/non-CWU residents, and was presented to the campus at large as part of the Natural Science Seminar Series. Several points of interest are as follows:

1. Given our (faculty/staff/administrator) general core value orientation of "being" (intrinsic rewards--satisfaction within self) and the non-CWU general core value of "doing" (extrinsic rewards--satisfaction from outside), it was not surprising that we struggle with this concept of "Performance-Based Budgeting" which requires us to put an external value on our work.
2. Given our faculty/staff/administrator's general core value orientation of having "mastery over" forces of nature (as opposed to being "subject to" them or having "harmony with" them), it was not surprising that the shakedown of the impacts from the earthquake in Olympia was so unsettling to many of us.

7. FACULTY SENATE STANDING COMMITTEE REPORTS:

ACADEMIC AFFAIRS COMMITTEE: No report.

BUDGET COMMITTEE: No report.

CODE COMMITTEE: No report.

CURRICULUM COMMITTEE: Senator Čuljak reported that the BS/BA general studies program is being revised and will be presented to the Faculty Senate at a future meeting.

GENERAL EDUCATION COMMITTEE: No report.

PERSONNEL COMMITTEE: No report.

PUBLIC AFFAIRS COMMITTEE: No report.

RESEARCH AND DEVELOPMENT: Chair Nelson reminded Senators of the remaining faculty development funds.

OLD BUSINESS: No old business.

NEW BUSINESS: No new business.

ADJOURNMENT: The meeting adjourned at 4:40 p.m.

*****NEXT REGULAR FACULTY SENATE MEETING: April 4, 2001***
BARGE 412**

Exhibit A**5-10.5.17 Enrichment Courses**

5-10.5.17.1 Definition: Enrichment courses are academic courses designed to provide students opportunities to explore, in a short course (1 quarter hour) format, topics of academic substance not otherwise offered in the existing curriculum. These courses are not intended to substitute for general education, major or minor requirements and, therefore, to become a part of students' enrollment planning. Individual course requirements, levels and prerequisites differ as needed to reflect the academic nature and purpose of courses. Upper-division enrichment courses stipulating one or more prerequisites pursue depth or narrow concentration in topic. Lower division courses with no prerequisites are pursuing an introductory or breadth objective. The number of courses a student can take as an undergraduate is limited to eight (8). S/U grading only.

Exhibit B**General Education Program Changes:****A. Change in prefix**

ADMG 101 to IT 101

Based on research data from the U.S. Department of Commerce, Technology Administration, Office of Technology Policy, June 1999 and upon the recommendation of our Administrative Management Advisory Board, December 12, 2000, the Department of Administrative Management and Business Education changed the course prefixes of its computer applications and office systems courses from ADMG to IT. Therefore, this change will update ADMG Computer Applications to match the IT major courses and bring the prefix in line with contemporary terminology.

BASIC SKILLS REQUIREMENTS

All students must satisfy the following requirements in basic academic and intellectual skills:

- (f) prior to taking more than 60 credits at Central Washington University, students must take and pass one of the following classes:

ADMG IT 101 Computer Applications (3)
CS 101 Computer Basics (4)

B. Title Change

HUM 103 ~~Exploring Cultures in Modern & Contemporary Societies~~
HUM 103 Exploring Cultures: Nature & Culture in the Modern World

The title change requested for Humanities 103 is justifiable as a means of attracting students interested in the special topic which is the focus of this course section.

BREADTH REQUIREMENTS**I. ARTS AND HUMANITIES**

Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

Literature and the Humanities

ENG 105	The Literary Imagination: An Introduction to Literature (4)
ENG 247	Multicultural Literature (4)
HUM 101	Exploring Cultures in the Ancient World (5)
HUM 102	Exploring Cultures from 16th Through 19th Centuries (5)
HUM 103	Exploring Cultures in Modern & Contemporary Societies <u>Exploring Cultures: Nature & Culture in the Modern World (5)</u>

Exhibit C

Please call the Faculty Senate Office if you would like a copy of the strategic plan.

Exhibit D**CWU Alcohol Standards and Sanctions for Under 21 Year Old Students**

Warnings: Review of expectations during summer orientation and the required fall hall meeting will constitute the warning process.

1st Offense:

- Meeting with Area Coordinator (AC).
- Prime for Life Class (requires a study guide).
- Parental notification may be used for 1st offense when incident includes a medical concern, violence, noise complaint, resistance, or destruction of property.

2nd Offense:

- Meeting with Area Coordinator (AC). Additional creative sanctions may be applied.
- Prime for Life Class (requires a study guide).
- Parental Notification
- Referral to Wellness Center Coordinator for an alcohol/drug screening.

3rd Offense:

- Combined meeting with Area Coordinator (AC) and Office of Student Affairs for suspension or deferred suspension. Additional creative sanctions may be applied.
- Parental notification.
- Referral for formal alcohol/drug assessment. Students must follow all recommendations.

4th Offense:

- Referral to the Office of Student Affairs for automatic suspension from the university for one full academic year.
- Referral to the Office of Student Affairs for an action plan to allow re-entry. Plan will include full compliance with alcohol/drug assessment recommendations.
- Parental notification.

Note: Fines for 1 - 3 violations are under consideration for academic year 2001-02.

FACULTY SENATE REGULAR MEETING
Wednesday, March 7, 2001, 3:10 p.m.
BARGE 412
AGENDA

*Send Jim Beagshaw a copy
of Strat plan.*

Call Trumpy & thank.

I. ROLL CALL

II. MOTION NO. 01-17: CHANGES TO AND APPROVAL OF AGENDA *approved*

III. APPROVAL OF MINUTES *approved*

IV. COMMUNICATIONS *none*

V. REPORTS/ACTION ITEMS (20 Minutes)

Faculty Senate Curriculum Committee

Motion No. 01-18: "Amend the approval of the enrichment courses to limit the number of courses a student can take as an undergraduate to eight (8)." Exhibit A *passed*

Motion No. 01-19: "Revise the General Education Program attached as Exhibit B." *passed*

VI. REPORTS/DISCUSSION ITEMS

1. **CHAIR: (10 Minutes)**
2. **CHAIR ELECT: (10 Minutes)** *no report*
3. **PRESIDENT: (10 Minutes)**
4. **NEW ALCOHOL POLICY: Robert Trumpy, Director of Health and Counseling Services (15 minutes)**
5. **STUDENT REPORT: (5 Minutes)**
6. **SENATE CONCERNS: (5 Minutes)**
7. **SENATE COMMITTEES (30 Minutes)**
 - Academic Affairs Committee: Susan Donahoe
 - Budget Committee: Thomas Yeh
 - Code Committee: James Eubanks
 - Curriculum Committee: Toni Culjak
 - General Education: Loran Cutsinger
 - Personnel Committee: Rob Perkins
 - Public Affairs Committee: Lad Holden
 - Research and Development: Charles Li

VII. OLD BUSINESS

VIII. NEW BUSINESS

IX. ADJOURNMENT

*****NEXT REGULAR SENATE MEETING: April 4, 2001*****
BARGE 412

Exhibit A

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Exhibit B

General Education Program Changes:

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B. Title Change

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HUM 103 Exploring Cultures: Nature & Culture in the Modern World

The title change requested for Humanities 103 is justifiable as a means of attracting students interested in the special topic which is the focus of this course section.

BREADTH REQUIREMENTS

I. ARTS AND HUMANITIES

Students must take at least one course from each of the three groups. No more than one class from a single department may be counted toward this requirement.

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MINUTES
CENTRAL WASHINGTON UNIVERSITY
FACULTY SENATE REGULAR MEETING MINUTES: March 7, 2001
<http://www.cwu.edu/~fsenate>

Draft

Presiding Officer: Joshua S. Nelson
Recording Secretary: Nancy Bradshaw

Meeting was called to order at 3:10 p.m.

ROLL CALL:

Senators: All Senators or their Alternates were present except
Visitors: Robert Trumpy, Sandy Oftedahl, Roy Savoian, Libby Street, David Dauwalder, Barney Erickson, David Kaufman,

MOTION NO. 01-17 (Passed) CHANGES TO AND APPROVAL OF AGENDA The agenda was approved as circulated.

APPROVAL OF MINUTES: The minutes of the March 7, 2001 Faculty Senate meeting were approved as circulated.

COMMUNICATIONS: (Available for viewing in the Senate Office or distribution on request)

No communications.

REPORTS:

A. ACTION ITEMS:

Faculty Senate Curriculum Committee

Motion No. 01-18 (Passed): Toni Čuljak, on behalf of the Faculty Senate Curriculum Committee, proposed a motion that was approved: "Amend the approval of the enrichment courses to limit the number of courses a student can take as an undergraduate to eight (8). "(Exhibit A)

Motion No. 01-19 (Passed): Toni Čuljak, on behalf of the Faculty Senate Curriculum Committee, proposed a motion that was approved: "Revise the General Education Program attached as Exhibit B."

B. DISCUSSION ITEMS:

1. **CHAIR:** 1. Announced that there will be two forums on the increased parking fees March 29 at 12:00 and March 30 at 10:00 both in Black Hall 152. 2. Retention action team need two faculty to serve on committee. Works to retain students, cross divisional committee. (Bob Trumpy) 3. Thanked those that participated in forum. Approximately 80 faculty in attendance. Good discussion took place. Faculty were informed of the intentions of the president and board in trying to implement this system. 4. Please pay attention to president when she makes her report regarding developments in the state budget after the earthquake. 5. The School of Business and Economics was changed to the College of Business.
2. **CHAIR ELECT:** No report.
3. **PRESIDENT:** Budget situation about what it was, exacerbated by the earthquake. Still visiting legislation. Become apparent that as they look at the 250,000 to 300,000 million dollars down in revenue estimates. Then, of course we had an earthquake. Appears likely to affect the capital budget and maybe the operating budget. FEMA will only cover 75percent of the cost. We are as an institution pressing forward as we have been with our priorities. We are enlisting support from alumni, former trustees, current trustees in approaching legislators trying to make the case of obtaining funding for the music building.

Earthquake evacuation procedures were not in place and some confusion. There is a committee formed to evaluate and create procedures and provide appropriate training to employees.

Turned the rest of her time over to Dauwalder and Street to present the first draft of the strategic plan. Summarize the report that Libby submitted with the plan to the president. The document will be distributed through E-mail university wide. Input and reaction is invited. Various groups will also respond. Deadline will be early to mid April. The syn committee will gather and discuss and revise. Forward final to president by end of April. Will then discuss with PAC. Final will go to BoT at the May meeting. Strategies will be pulled from the textbook and sent to the president as well. Will serve as an umbrella for the performance-based budgeting that is being developed. Will guide the budgeting process.

4. **NEW ALCOHOL POLICY: Robert Trumpy, Director of Health and Counseling Services** – Standardized the policy, did not change it. Bob Trumpy reported on the alcohol consumption on campus and in the residence hall. Discussed this with various constituencies. Formed a alcohol advisory committee. Gave an overview of how the policy was created. Distributed the document that was approved and implemented the policy September of 2000. Will be 2-years before results can be assessed, the alcohol use down and GPA' increased. 47 percent of the students said this is a good idea. 20 percent of the freshman are on academic warning. If anyone would like to see the surveys contact the Health and Counseling Center.

Retention action team is requesting two faculty to serve on this committee. Working on responding to students on academic warning and probation. This spring students who are up to be expelled can petition to stay. The committee reviews the petition for approval or denial. Need ideas how to assist students who are up for expulsion. Need faculty and peer mentoring programs.

5. **STUDENT REPORT:** Done more research on SEOI and called universities to receive examples on how they evaluate faculty. Working on the final draft to present to the Senate at a future meeting. Invited feedback from Senators.
6. **SENATE CONCERNS:** 1. Beath reported on the provost search, 80 plus apps, in process of telephone interviews. Will bring candidates in the middle of April. 2. Beath asked to add acts of violence be added to earthquake procedures, 3. thought that the forum was extremely helpful and asked if there had been department discussions. Several reactions were, Hubbard stated that all the various levels ideas have not transpired into one. Shared a concern that we will have so many rubrics for this that we will end up doing things over and over. Lewis stated that their department was presented with specific way to do only yesterday. Expressed a concern that it comes at a bad time with other things pending. Would like a heads-up earlier than now and give more time to do the process. Many departments have not yet began the process. PEHLS is discussing today, Theatre is discussing Friday. Seems to be a difference in ideology and how we are communicating this between the president and the deans. Could potentially be a serious morale issue when time is spent on something and they end up using something else. Anthro no formal discussion yet. The message today was that the word is that COTS is going to try to produce something from the deans level and not the department level. Asked the president to send an E-mail to the university to state that you indeed want individual comments. Need to allow faculty voices

President offered remarks to the concerns. March 16 was the date she wanted the information out to the departments. President will send an E-mail to department chairs to make sure they understand how the process works.

Senator Huckabay recently completed the community value project. 2 things in project were identified. Have five areas. Two have being rather than doing. How do we address the forces of nature. Across the board sit in the mastery over the triangle dealing with forces of nature. Get this information from Jim and plane here. We are virtually being oriented. We don't act that way, being is intrinsic awards. Campus is very strongly being. Off-campus we are doing and not being. Sharing because they are key findings in the study.

7. **FACULTY SENATE STANDING COMMITTEE REPORTS:**

ACADEMIC AFFAIRS COMMITTEE: No report.

BUDGET COMMITTEE: No report.

CODE COMMITTEE: No report.

CURRICULUM COMMITTEE: Culjak stated that the BS/BA general studies is being revised and will be presented to the Faculty Senate at a future meeting. Preparing general E-mail to faculty asking what the response is to the new proposal. Toni took the input, responded and revised accordingly.

GENERAL EDUCATION COMMITTEE: No report.

PERSONNEL COMMITTEE: No report.

PUBLIC AFFAIRS COMMITTEE: No report.

RESEARCH AND DEVELOPMENT: No report.

OLD BUSINESS: No old business.

NEW BUSINESS: No new business.

ADJOURNMENT: The meeting adjourned at 4:40 p.m.

BARGE 412

Exhibit A

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The Report of the Ad Hoc Strategic Planning Synthesizing Committee Presented To President Jerilyn S. McIntyre

March 6, 2001

The Ad Hoc Strategic Planning Synthesizing Committee was established in November, 2000 by President McIntyre as a means to facilitate campus and community-wide involvement in conversations about the future direction of the university and to synthesize the input that resulted. In a letter to the university community, the president clarified that the committee's charge was only to facilitate the process and distill comments. Members were asked to avoid directing the content of the input.

Specifically, the committee was to develop a process whereby faculty, students, staff, alumni, and citizens in the state could describe their vision of the university in the next half-decade and could recommend goals and objectives related to six areas of emphasis:

- I. Provide an outstanding academic and student life experience on the Ellensburg campus.
- II. Provide an outstanding academic and student life experience at the university centers.
- III. Develop a diversified funding base to support our academic and student programs.
- IV. Build mutually beneficial partnerships with industry, professional groups, and institutions, and with the communities surrounding our campus locations.
- V. Maintain our tradition in the preparation of teachers by being a leader in the field of education.
- VI. Create and sustain a productive, civil, and pleasant campus and workplace.

The 22-member committee (See Attachment A: Committee List) was appointed by the president and met for the first time on November 8, 2000. The committee met as the committee of the whole on 7 additional occasions: November 15, December 11, January 26, February 2, February 21, February 23, and March 2. (See Attachment B: Meeting Minutes). Members also met in sub-committees and served as facilitators and recorders for public forums.

Forty-three forums were held during a five-week period from December 2000 to January 2001 on the Ellensburg campus, in the community, and at the university centers (See Attachment C: Forum Schedule). Some forums were telecast electronically to the university centers as well. The forums were advertised

electronically and in hard copy to faculty and staff, and the schedule was posted on the CWU home page. A press release and a guest editorial resulted in some media coverage, though not as much as the committee had hoped. Letters were sent to community college presidents and public school superintendents. The CWU Alumni Association Board was invited to participate, and the forum schedule was posted to the alumni association's home page.

In addition, interested parties were invited to comment electronically or in hard copy to the committee co-chairs or via a threaded discussion that was established especially for the purpose

Attendance at forums varied widely from as few as two participants to as many as 44. More than 50 individuals commented through electronic and surface mail and the threaded discussions. Several units of the university met to discuss the vision and six emphases and submitted comments to the committee from their units.

Following the last forum on January 19, 2001, all correspondence and summaries of all meetings were collected and distributed to all members of the ad hoc committee for synthesis. At the January 26 meeting, committee members agreed on definitions that would guide the next phase of work:

Emphases¹: These were viewed as very general goal statements with vocabulary open to interpretation.

Sub-goals: Major thematic units within each area of emphasis. These statements should be less open to definitional interpretations and should have reasonable social validity.

Objectives: Statements that call for action and include measurable outcomes.²

Actions: Specific operational activities that a unit or the university as a whole might take to achieve a particular goal or objective.

All members were assigned to return the following week having identified two to three elements each for inclusion in the vision statement and in each emphasis. In addition, committee members were assigned to one of seven sub-committees that corresponded to the vision and six emphases. Sub-committees were to develop more thorough knowledge of their assigned areas and be prepared to shape group input into sub-goals and objectives.

There was considerable discussion about the definition and purpose of a vision statement and about the distinction between a mission statement and a vision statement. The

¹ Later renamed goals.

² In the end, the committee attempted to make objectives measurable, but did not specify the level of change or the instruments that would be used to measure the outcome.

committee operated under the assumption that a revision of the February 2000 mission statement was not part of its charge. In the end, members agreed that while a mission statement should describe expectations that characterize an institution's performance and are achievable at present, the vision statement should describe aspirations that are not being achieved currently and that may require more resources or reallocation of resources to achieve. Members generated lists of important elements to include in the vision statement (See Attachment D), debated if the statement should be primarily a marketing tool or a guide for the institution, and considered if it should list specific elements. In the end, the group decided in favor of a very brief statement that articulated with the goals and sub-goals:

Central Washington University dedicates its second century of service to its students and its communities by providing excellent academic programs and transforming learning experiences for citizens of a global society.

The group generated a list of elements for each emphasis (See Attachment E) and submitted these lists for refinement to the subcommittees. In subsequent meetings, the work of subcommittees came back for review by the committee of the whole, and the final version was shaped. At the beginning of the process, the group had agreed to have no more than two or three sub-goals and no more than two or three objectives for each. A review of the committee's final recommendation (Attachment F) reveals that this rule was violated. However, there was a fairly strong sentiment that the final document should be driven more by the quality, quantity, and type of content that was received than by an arbitrary limit.

The ordering of goals, sub-goals, and objectives is not meant to suggest an order of importance, although the committee was aware that the order of appearance on the page might suggest relative importance. The only goal where order became an issue for the committee was Goal (Emphasis) I. The final ordering of sub-goals was not universally popular, but, in the end, the group decided to leave the items as they appear.

The committee submits this report with an assumption that it has discharged all of its duties except one. Committee members will return to the textbook (written comments and meeting summaries) to identify actions that were recommended for each sub-goal and objective. This list will be compiled and submitted to the president by March 16, 2001.

CWU Ad Hoc Strategic Planning Synthesizing Committee 2000-2001

President's Office

- Dr. Libby Street (Psychology)

Vice Presidents

- Dr. David Dauwalder

Academic Affairs

- Dr. Barney Erickson, Interim Dean,
College of the Sciences

Faculty

Full time tenure-track

- Dr. Meghan Miller (Geology)

United Faculty of Central

- Dr. Minerva Caples (Teacher Education
Programs)

Non tenure-track

- Mr. David Bell, MBA (Bus. Admin.)

Part-time

- Ms. Joan Cawley-Crane, MA(Art)

Academic Department Chairs Organization

- Dr. Bruce Palmquist, Chair, (Physics)

Students

Undergraduate student

- Ms. Andrea Campbell

Graduate student

- Ms. Julie Morgan

University Relations

- Mr. Bret Bleggi, Director, Graphic
Productions
- Ms. Karrie Hansberry, Fiscal Technician
II

Staff Organizations

Exempt and Professional

- Mr. Mateo Arteaga

Classified Staff Union

- Mr. Dale Hubbard

Employee Council

- Ms. Nancy Bradshaw.

Business and Financial Affairs

- Mr. Rich Corona, Associate Vice
President for Business and Financial
Affairs
- Ms. Jan Niner, Systems Analyst
Programmer III

Student Affairs and Enrollment Management

- Ms. Tracy Schwindt, Associate
Registrar
- Mr. Robert Trumpy, M.A., Director,
Student Health and Counseling Center

Alumni Association

- Mr. Dennis Kelly

Ellensburg Community

- Mr. Roger Hiles

Retirees' Association

- Dr. Donald Cummings, Professor
Emeritus (English)

**Central Washington University
Vision, Goals, Sub-goals, and Objectives
Ad Hoc Synthesizing Committee Recommendations**

Vision

Central Washington University dedicates its second century of service to its students and its communities by providing excellent academic programs and transforming learning experiences for citizens of a global society.

Goal I: Provide for an outstanding academic and student life on the Ellensburg campus.

Sub-goal 1 *Provide quality, integrated academic advising and career development support to all students from pre-admission to graduation.*

Objective A Increase the proportion of first and second year students who are involved actively in academic advising and career development support.

Objective B Increase the proportion of transfer students who are in contact with academic advisors at least by the quarter prior to beginning coursework.

Objective C Increase the proportion of declared students who are involved actively in department/program based academic advising and career development support.

Objective D Increase student satisfaction with overall academic advising and career development support.

Sub-goal 2 *Provide ample opportunities for students to participate in extra-curricular activities that enhance their college experience.*

Objective A Increase the number of extra-curricular activities that match student preferences, including facilities to support such activities.

Objective B Improve the system of advertising campus events, both academic and extracurricular.

Sub-goal 3 *Strengthen academic programs.*

Objective A Review the relative roles and purposes of the undergraduate and graduate programs of the university.

Objective B Review all academic degree programs to determine viability and vitality in relation to the university mission.

Objective C Increase the level of support for faculty travel to professional meetings, materials acquisition, and other activities that improve teaching and scholarship.

Objective D Increase the level of support for grant matching, faculty scholarship start-up, and seed money for research, scholarship, and creative activity.

Objective E Increase the level of access to information in support of faculty and student instruction and research.

Sub-goal 4 Strengthen mentoring of students.

Objective A Increase the percentage of undergraduate students who participate in and the percentage of faculty who mentor them in research, creative activities, and extended writing activities both as part of and separate from class assignments.

Objective B Increase the percentage of undergraduate students who participate and the percentage of faculty who mentor them in academically sanctioned service learning projects, international exchanges, or internships.

Objective C Maintain class sizes appropriate to faculty mentoring of students and personalized individualized faculty-student interaction.

Objective D Create and maintain a program of peer mentoring consistent with research in the field.

Objective E Increase participation by faculty, staff, and students in academically related activities, such as department-sponsored public concerts and performances, lectures, seminars, and the like.

Sub-goal 5 Provide easy access to accurate information and quality student support services.

Objective A Decrease the number of times students have to be referred to get questions answered related to university programs or services.

Objective B Increase the accuracy of information provided related to university programs or services.

Objective C Improve electronic access to student records, registration, and financial aid.

Objective D Increase student satisfaction with availability and accessibility of information.

Objective E Increase student satisfaction with financial aid and other essential student services.

Goal II: Provide for an outstanding academic and student life at the university centers.

In addition to extending improvements on the Ellensburg campus from Emphasis I to the centers, the following sub-goals are proposed for Emphasis II.

Sub-goal 1 *Define the role and determine the viability of each center.*

Objective A Complete a market study related to each center and analyze the results.

Objective B Conduct a cost study for each center and analyze the results.

Objective C Develop a role and viability statement for each center.

Sub-goal 2 *Develop a set of dependable and accessible academic programs at each center.*

Objective A Provide dependable support to identified academic degree programs.

Objective B Staff center programs with a mix of full-time and part-time faculty comparable to similar programs on the Ellensburg campus.

Objective C Offer sufficient upper division elective credits spread over two years (e.g., 5 credits per quarter and perhaps rotated among departments) for the purpose of completing the 90 credit four-year university graduation requirement.

Objective D Increase the percentage of program courses delivered asynchronously.

Objective E Match course and time availability to student demand.

Sub-goal 3 *Develop a set of dependable/essential student services.*

Objective A Conduct a needs analysis related to student services at each center.

Objective B Improve the availability of the most frequently requested services identified by students.

Sub-goal 4 *Improve visibility of centers and center programs.*

Objective A Increase media coverage, feature articles, and advertising related to center programs and faculty.

Objective B Increase faculty and staff presence at the community colleges, particularly those associated with the centers.

Objective C Develop a process of concurrent enrollment between community colleges and Central (Running Start²).

Objective D Increase the percentage of degree programs with articulation agreements.

Sub-goal 5 *Improve communication between all center sites and the Ellensburg campus.*

Objective A Increase the number of visits by all administrators, faculty, and staff to all sites.

Objective B Include center faculty in department meetings electronically or otherwise.

Objective C Increase the number of communications to faculty and staff regarding university-wide issues.

Objective D Increase number of center staff, faculty, and students on university-wide committees.

Goal III: Develop a diversified funding base to support our academic and student programs.

Sub-goal 1 *Enhance visibility about and knowledge of the university and its programs throughout the state and the Pacific Northwest.*

Objective A Increase the number of publications and references in the media to the university's centers of excellence.

Objective B Increase the number of references in the media to the achievements of the university's faculty, staff, and students.

Objective C Increase knowledge about and respect for CWU within the CWU community, the state legislature, donors, alumni, community colleges, high school personnel, parents, and prospective students.

Sub-goal 2 *Expand Central Washington University's student base through recruiting and retention.*

Objective A Develop mentoring programs that follow potential students from secondary schools through job placement.

Objective B Increase the diversity of the student body across variables such as in-state/out-of-state; US citizens/foreign nationals.

Objective C Increase the university's retention rate.

Objective D Increase CWU's market share of students entering higher education from all areas of the state, including particularly students from underrepresented groups.

Objective E Increase recruitment of and educational opportunities for students who might not otherwise have access to or seek out higher education.

Objective F Increase the number of courses available through asynchronous distance education.

Objective G Increase the number of students who transfer to CWU from community colleges and other four-year colleges.

Sub-goal 3 *Expand sources of revenue to support university initiatives.*

Objective A Increase matching dollars available for grant applications.

- Objective B** Increase the number and type of in-kind contributions to the university from business, industry, and social service agencies.
- Objective B** Increase the number and dollar value of external grant and foundation applications submitted.
- Objective C** Increase the number and dollar value of external grant and foundation awards received
- Objective D** Increase the overall number of donors and dollars donated per donor to the university.
- Objective E** Increase the number of and dollars per alumni who donate to the university.
- Objective F** Increase the number of students who live in campus housing.

Goal IV: Build mutually beneficial partnerships with industry, professional groups, and institutions, and with the communities surrounding our campus locations.

Subgoal 1 Increase contacts between CWU students and social service, education, business, and industry throughout the state.

- Objective A** Increase internships and service learning opportunities throughout the university and the community.
- Objective B** Increase the number of students involved in internship and service learning positions throughout the university and community.

Subgoal 2 Increase the level of involvement of CWU faculty and staff in social service, education, business, and industry activities throughout the state.

- Objective A** Increase the level of publicity about CWU services and expertise that are available to the community.
- Objective B** Increase the participation of CWU faculty and staff on existing community-based boards and partnerships.
- Objective C** Target educational degree and certificate programs to regional needs.
- Objective D** Increase the percentage of departments that have advisory boards made up of community members (boards of visitors).
- Objective E** Increase student contacts with field based professional personnel, for example, guest lecturing, speakers, career advisement, and field trips.

Sub-goal 3 Enhance the relationships between Central Washington University and K-12 schools and community colleges.

Objective A Increase the number and quality of contacts (electronic and live) between CWU faculty, students, and staff and the state's K-12 schools.

Objective B Increase the number and quality of contacts (electronic and live) between CWU faculty, students, and staff and the state's community colleges.

Goal V: Strengthen the university's position as a leader in the field of education.

Sub-goal 1 *Excel in the preparation of professional educators in the fields of teaching, administration, school psychology, and school counseling.*

Objective A Improve basic skills competency of teacher candidates

Objective B Strengthen the discipline-based content in the preparation of teachers

Objective C Strengthen and integrate field experience opportunities for the preparation of teachers

Objective D Improve the coordination of the teacher preparation curriculum, including relationship to CAH and COTS.

Objective E Develop fast track opportunities of high quality for preservice and post baccalaureate students interested in a career in teaching.

Objective F Improve placement of students in the profession compared to other four-year schools.

Objective G Improve first year mentoring of graduates.

Sub-goal 2 *Increase CWU's leadership in the field of education.*

Objective A Increase the number of leadership positions held by CWU faculty and students in statewide education circles.

Objective B Develop educational research leadership.

Objective C Develop partnerships with school districts and ESDs.

Objective D Take leadership in promoting and enhancing the advantages of a career in professional education.

Objective E Develop programs in middle school and high school to promote teacher education.

Objective F Improve contact with teacher education graduates.

Sub-goal 3 *Increase the positive visibility of CWU's professional educator programs.*

- Objective A** Respect state and national approval processes and achieve them without blemish.
- Objective B** Assert CWU's position as the premier teacher preparation program in the state.
- Objective C** Publicize the success of graduates from professional educator preparation programs.
- Objective D** Increase and publicize the number of school districts that have administrators that are graduates of CWU and the percentage of administrators per school district that are graduates of CWU.

Goal VI: Create and sustain a productive, civil, and pleasant campus and workplace.

Sub-goal 1 Develop an effective sense of community throughout the university.

- Objective A** Increase communication, both speaking and listening, from all units to all units about ongoing initiatives of the university.
- Objective B** Increase the number of interdivisional and interdepartmental activities within the university.
- Objective C** Increase participation by faculty, staff, and students in the life of the university.
- Objective D** Increase the number of opportunities for training and development matched to interests and professional needs available to all CWU employees.
- Objective E** Decrease faculty, staff, and student turnover related to dissatisfaction.

Sub-goal 2 Reward the individual accomplishments of faculty and staff.

- Objective A** Celebrate the achievements of faculty, staff, and students by increasing public acknowledgement of these achievements.
- Objective B** Improve pay and other benefits in relation to the market and to the work performed by faculty and staff.

Sub-goal 3 Establish university-wide standards of professionalism.

- Objective A** Ensure feelings of personal and emotional safety on the campus.
- Objective B** Increase skills of faculty and staff in informal conflict resolution and positive communication.
- Objective C** Decrease the number of high-risk behaviors among students.

Objective D Include criteria in all performance reviews that address professionalism, civility, community, positive conflict resolution, and student service.

Sub-goal 4 *Value diversity of background, experience, belief, and perspective as a means to improving the quality of the educational experience and to achieving civility.*

Objective A Increase the diversity of background, experience, belief, and perspective represented within the administration, faculty, staff, and students.

Objective B Increase the number of forums in which to discuss controversial questions of concern to the university.

Objective C Increase respect and decrease personal and group stereotypical attribution in communications related to controversial questions.

Roll Call 2000-01
Faculty Senate Meeting: March 7, 2001

<input type="checkbox"/>	ADAMSON	Karen
<input checked="" type="checkbox"/>	ALSOSZATAI-PETHEO	John
<input type="checkbox"/>	BAXTER	Louise
<input checked="" type="checkbox"/>	BEAGHAN	Jim
<input checked="" type="checkbox"/>	BEATH	Linda
<input checked="" type="checkbox"/>	BRAUNSTEIN	Michael
<input checked="" type="checkbox"/>	CANNCASCIATO	Daniel
<input checked="" type="checkbox"/>	CAPLES	Minerva
<input type="checkbox"/>	COCHEBA	Don
<input checked="" type="checkbox"/>	COOK	Jim
<input checked="" type="checkbox"/>	CULJAK	Toni
<input checked="" type="checkbox"/>	D'ACQUISTO	Leo
<input checked="" type="checkbox"/>	DELGADO	Cyril
<input checked="" type="checkbox"/>	ELY	Lisa
<input type="checkbox"/>	ENGLUND	Timothy
<input type="checkbox"/>	EUBANKS	James
<input type="checkbox"/>	GRAY	Loretta
<input type="checkbox"/>	GUNN	Gerald
<input checked="" type="checkbox"/>	HOLDEN	Lad
<input checked="" type="checkbox"/>	HUBBARD	Brenda
<input checked="" type="checkbox"/>	HUCKABAY	James
<input checked="" type="checkbox"/>	JOHNSON	Kirk
<input checked="" type="checkbox"/>	KURTZ	Martha
<input checked="" type="checkbox"/>	LEWIS	Keith
<input checked="" type="checkbox"/>	LI	Chenyang
<input checked="" type="checkbox"/>	MONSON	Luetta
<input checked="" type="checkbox"/>	NELSON	Joshua
<input type="checkbox"/>	OLIVERO	Michael
<input checked="" type="checkbox"/>	PITTOCK	Bea
<input checked="" type="checkbox"/>	POLISHOOK	Mark
<input checked="" type="checkbox"/>	RICHMOND	Lynn
<input checked="" type="checkbox"/>	ROBERTS	Connie
<input type="checkbox"/>	ROBERTS	Scott
<input type="checkbox"/>	SCHAEFER	Todd
<input checked="" type="checkbox"/>	SCHWING	James
<input checked="" type="checkbox"/>	SPENCER	Andrew
<input checked="" type="checkbox"/>	SUTTON	Jessica
<input type="checkbox"/>	THYFAULT	Alberta
<input checked="" type="checkbox"/>	WILLIAMS	Wendy
<input type="checkbox"/>	WYATT	Marla

<input type="checkbox"/>	HOLTFRETER	Robert
<input type="checkbox"/>	FUENTES	Agustin
<input type="checkbox"/>	BRYAN	Patrick
<input type="checkbox"/>	VACANT	
<input type="checkbox"/>	BOWMAN	Andrea
<input type="checkbox"/>	PALMQUIST	Bruce
<input type="checkbox"/>	JORGENSEN	Jan
<input type="checkbox"/>	BUTTERFIELD	Carol
<input type="checkbox"/>	GHOSH	Koushik
<input type="checkbox"/>	HECKART	Beverly
<input type="checkbox"/>	ABDALLA	Laila
<input type="checkbox"/>	NETHERY	Vince
<input type="checkbox"/>	MELBOURNE	Tim
<input type="checkbox"/>	LIN	C.T.
<input type="checkbox"/>	STAHESKI	Anthony
<input type="checkbox"/>	LI	Charles X.
<input type="checkbox"/>	FAIRBURN	Wayne
<input type="checkbox"/>	BENDER	William
<input type="checkbox"/>	HAWKINS	James
<input type="checkbox"/>	ALWIN	John
<input type="checkbox"/>	DUGAN	Jack
<input type="checkbox"/>	ARRINGTON	Jane
<input type="checkbox"/>	BACH	Glen
<input type="checkbox"/>	HOOD	Webster
<input type="checkbox"/>	WOODCOCK	Don
<input type="checkbox"/>	BRANDSDORFER	Rodney
<input type="checkbox"/>	REASONS	Charles
<input type="checkbox"/>	BACKLUND	Phil
<input type="checkbox"/>	GAUSE	Tom
<input type="checkbox"/>	BRADLEY	James
<input type="checkbox"/>	LOCHRIE	Mary
<input type="checkbox"/>	VACANT	
<input type="checkbox"/>	WIRTH	Rex
<input type="checkbox"/>	GELLENBECK	Ed
<input type="checkbox"/>	SNEDEKER	Jefferey
<input checked="" type="checkbox"/>	DONAHOE	Susan
<input type="checkbox"/>	PENICK	Jeff
<input type="checkbox"/>	BUERGEL	Nancy

Roll Call 2000-01**Faculty Senate Meeting: March 7, 2001**

_____ ADAMSON	Karen
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_____ DELGADO	Cyril
_____ ELY	Lisa
_____ ENGLUND	Timothy
_____ EUBANKS	James
_____ GRAY	Loretta
_____ GUNN	Gerald
_____ HOLDEN	Lad
_____ HUBBARD	Brenda
_____ HUCKABAY	James
_____ JOHNSON	Kirk
_____ KURTZ	Martha
_____ LEWIS	Keith
_____ LI	Chenyang
_____ MONSON	Luetta
_____ NELSON	Joshua
_____ OLIVERO	Michael
_____ PITTOCK	Bea
_____ POLISHOOK	Mark
_____ RICHMOND	Lynn
_____ ROBERTS	Connie
_____ ROBERTS	Scott
_____ SCHAEFER	Todd
_____ SCHWING	James
_____ SPENCER	Andrew
_____ SUTTON	Jessica
_____ THYFAULT	Alberta
_____ WILLIAMS	Wendy
_____ WYATT	Marla

_____ HOLTFRETER	Robert
_____ FUENTES	Agustin
_____ BRYAN	Patrick
_____ VACANT	
_____ BOWMAN	Andrea
_____ PALMQUIST	Bruce
_____ JORGENSEN	Jan
_____ BUTTERFIELD	Carol
_____ GHOSH	Koushik
_____ HECKART	Beverly
_____ ABDALLA	Laila
_____ NETHERY	Vince
_____ MELBOURNE	Tim
_____ LIN	C.T.
_____ STAHELSKI	Anthony
_____ LI	Charles X.
_____ FAIRBURN	Wayne
_____ BENDER	William
_____ HAWKINS	James
_____ ALWIN	John
_____ DUGAN	Jack
_____ ARRINGTON	Jane
_____ BACH	Glen
_____ HOOD	Webster
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_____ VACANT	
_____ WIRTH	Rex
_____ GELLENBECK	Ed
_____ SNEDEKER	Jefferey
_____ DONAHOE	Susan
_____ PENICK	Jeff
_____ BUERGEL	Nancy

Current list of Student Evaluation Questions

<u>Course</u>	Very Poor					Excellent
1. Course objectives are clear	1	2	3	4	5	
2. Course is well organized	1	2	3	4	5	
3. This course challenged me intellectually	1	2	3	4	5	

<u>Quizzes and Workload</u>	Very Poor					Excellent
1. Assigned workload is appropriate for credit hours	1	2	3	4	5	
2. Assigned homework is not just busywork	1	2	3	4	5	
3. Exams/Quizzes concentrate on important points of the course	1	2	3	4	5	
4. Exams are clearly worded	1	2	3	4	5	
5. Assignments are appropriately distributed throughout the semester	1	2	3	4	5	
6. Degree to which quizzes/scores are returned within a reasonable time	1	2	3	4	5	

<u>Professor</u>	Very Poor					Excellent
1. Has an excellent knowledge of the subject matter	1	2	3	4	5	
2. Teaching techniques motivated me to learn the course matter	1	2	3	4	5	
3. The Professor is genuinely interested in helping me understand the subject	1	2	3	4	5	
4. Found ways to help me/students answer their own questions	1	2	3	4	5	
5. Responds respectfully to students questions and viewpoints	1	2	3	4	5	
6. Clearly explains difficult concepts, ideas, and theories (without talking down to the students)	1	2	3	4	5	

CWU ALCOHOL STANDARDS and SANCTIONS for <21 YEAR OLD STUDENTS

Warnings	1st Offense	2nd Offense	3rd Offense	4th Offense
Review of expectations during summer orientation and the required fall hall meeting will constitute the warning process.	<ul style="list-style-type: none"> - Meeting with Area Coordinator (AC) - Prime for Life Class (requires a study guide*) - Parental Notification may be used for 1st offense when incident includes a medical concern, violence, noise complaint, resistance, or destruction of property. 	<ul style="list-style-type: none"> - Meeting with Area Coordinator (AC) Additional creative sanctions may be applied. - Prime for Life Class (requires a study guide*) - Parental Notification - Referral to Wellness Center Coordinator for an alcohol/drug screening. 	<ul style="list-style-type: none"> - Combined Meeting with Area Coordinator (AC) and Office of Student Affairs for suspension or deferred suspension. Additional creative sanctions may be applied. - Parental Notification - Referral for formal alcohol/drug assessment. Student must follow all recommendations. 	<ul style="list-style-type: none"> - Referral to the Office of Student Affairs for automatic suspension from the university for one full academic year. - Referral to the Office of Student Affairs for an action plan to allow re-entry. Plan will include full compliance with alcohol/drug assessment recommendations. - Parental Notification.

* study guides are \$15.00

* study guides are \$15.00

Note: fines for 1st-3rd violations are under consideration for academic year 2001-2002.

11/1/00

Date: March 7, 2001

VISITOR SIGN-IN SHEET

Susan Donahoe

Please sign your name if you are not a Faculty Senator.

